



## **STATE OF COLORADO**

### **CLASS SERIES DESCRIPTION**

**September 1, 1998**

### **WILDLIFE MANAGERS**

H6U1TX TO H6U6XX

#### **DESCRIPTION OF OCCUPATIONAL WORK**

This class series uses six levels in the Professional Services Occupational Group and describes wildlife management work in protecting, preserving, and controlling wildlife resources. The work entails the coordination or management of wildlife activities within the assigned areas or statewide. These include planning, conducting, and evaluating wildlife program efforts and enforcing applicable regulations and laws. This occupation is concerned with all wildlife species, resident and migratory, in the state. Programs include major areas of hunting or fishing recreation, watchable wildlife, and/or non-game and endangered wildlife. Positions work with planning boards or commissions; environmental agencies; federal and state natural resource agencies; commercial land developers; farmers, ranchers, and sportsmen; and, the general public. Services include education and information on hunting, fishing, and preserving natural habitats. By statute, CRS 18-1-901, positions are granted peace officer status with specific authorities found in supporting wildlife statutes and appointing authority delegations.

The work may entail planning and conducting data collection and testing methods to understand a wildlife problem, its cause, and the means to comply with program and regulatory standards and requirements. Work may include improvements or modifications to management of terrestrial, aquatic, or habitat issues of wildlife. The work typically includes writing reports and preparing briefings or presentations explaining the use, analysis, and results of their work concerning the applicability, efficiency, and accuracy of methods of utilizing wildlife theories and models on wildlife issues in the state. At the higher levels, the work involves managing program areas pertaining to the agency mission and operation.

**INDEX:** Wildlife Manager I begins on page 2, Wildlife Manager II begins on page 3, Wildlife Manager III begins on page 4, Wildlife Manager IV begins on page 6, Wildlife Manager V begins on page 8, and Wildlife Manager VI begins on page 11.

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**WILDLIFE MANAGERS**  
**September 1, 1998**

**WILDLIFE MANAGER I**

H6U1TX

**CONCEPT OF CLASS**

This class describes the first level. Positions learn the principles and theories of wildlife management, habitat preservation or enhancement, and the policies, regulations, and guidelines appropriate to their prospective jobs. Some positions in this level attend formal academy-type training and then are under the direct supervision of a training supervisor or a higher level wildlife manager for on-the-job training. Positions are not expected to stay in this class indefinitely.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the defined level, as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. For example, in an academic or learning situation, there is only one correct solution or answer to a problem or learning objective. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation. Although positions may vary the speed or sequence of completing training course units, the outcome remains the same, specifically, completion of training.

**Complexity** -- The nature of, and need for, analysis and judgment is prescribed, as described here. Positions apply established, standard guidelines which cover work situations and alternatives. Action taken is based on learned, specific guidelines that permit little deviation or change as the task is repeated. Any alternatives to choose from are clearly right or wrong at each step. As an example, positions apply specific steps in completing tasks assigned by a field training officer or supervisor.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve factual problems, errors, or complaints. For example, positions collect information from sportsmen as to the numbers and locations of species, harvest success, and compliance with laws.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor.

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**WILDLIFE MANAGERS**  
**September 1, 1998**

**WILDLIFE MANAGER II**

H6U2XX

**CONCEPT OF CLASS**

This class describes the second-level wildlife manager. Positions in this level have responsibility for conducting wildlife management operations. The work may include the development of plans to protect and control species in a district by obtaining information on game management units, harvest data, and recommending habitat changes. Positions respond to complaints of illegal hunting, fishing, or trapping, and evaluate applications for access permits. The work may include presenting information to the public on wildlife programs in game and non-game areas. Positions work with other wildlife managers, biologists, local and federal agencies to develop wildlife management plans or projects, and to mitigate any impacts on wildlife and habitats. This class differs from the Wildlife Manager I class in the Decision Making, Complexity, and Purpose of Contact factors.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. As an example, positions decide how and when to stock or transplant individual species. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, positions at this level make decisions on stocking fish in lakes and streams which are guided by agency standards for species management.

**Complexity** -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study species analysis and harvest information to determine what it means and how it fits together in order to get practical solutions in the form of trapping or transplanting plans or habitat improvements. Guidelines in the form of management plans, program guidelines, agency administrative directives and policies exist for most situations. As an example, management plans cover most aspects of protecting a species. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, positions choose the most appropriate game damage assessment method or the habitat modification to apply based on available guidelines.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of at least two of the following:

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**WILDLIFE MANAGERS**  
**September 1, 1998**

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, positions advise landowners on habitat improvements or methods of limiting game damage.

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. As an example, positions probe claims of game damage to determine extent of losses or to insure compliance with environmental policies.

Physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. Positions may detain violators of fishing and hunting regulations and to enforce wildlife statutes and regulations.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

**WILDLIFE MANAGER III**

H6U3XX

**CONCEPT OF CLASS**

This class describes the fully-operational level. In addition to work described by the Wildlife Manager II class, positions in this class have greater latitude to make decisions on game management processes, handle complaints and investigations on access or hunting/fishing violations, develop plans for threatened or endangered species, and develop programs for wildlife activities such as licensing, community relations, watchable wildlife, etc. The work may include responsibility for resolving landowner disputes and environmental impact assessments and mitigation negotiations. Positions perform public relations work with the public and local organizations, such as special interest groups and planning boards or commissions. This class differs from the Wildlife Manager II class in the Decision Making, and Complexity factors.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. As an example, for an endangered species plan, positions decide the operations to protect and manage these species and what measures will be taken to enhance their propagation. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**WILDLIFE MANAGERS**  
**September 1, 1998**

case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. As an example, positions use species management models to develop data analysis unit plans for harvesting in their district. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

**Complexity** -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of biology, wildlife management, and ecological theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. For example, positions analyze appropriate species enhancement methods based on biological and habitat principles. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, positions adapt wildlife supplementary feeding guidelines to deal with rangeland food shortages, or adapt mitigation guidelines for land development.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of at least two of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. As an example, positions probe claims of game damage to determine extent of losses.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, positions advise developers on habitat mitigation measures to use or advise landowners on methods of limiting conflicts with wildlife.

Physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. For example, during big game checks, positions may detain hunting violators.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. For example, positions negotiate settlements for game damage or negotiate wildlife or habitat mitigation proposals.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team.

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**WILDLIFE MANAGERS**  
**September 1, 1998**

**WILDLIFE MANAGER IV**

H6U4XX

**CONCEPT OF CLASS**

This class describes the work leader or staff authority with increased complexity in the job. Also included in this class are positions functioning as an agency pacesetter in wildlife management which is evidenced by management and peer reliance on such a position for policy and program recommendations that impact the agency's mission. This class differs from the Wildlife Manager III class on the Line/Staff Authority factor and possibly in the Purpose of Contact factor.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. For example, in testing compliance or studying the applicability of a theoretical, biological model, a position determines the set of techniques and methodologies to be used in a wildlife operation. The general pattern, program, or system exists but must be individualized. For example, the scientific or wildlife program guidelines exist, but must be adapted for the specific plan or study. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, wildlife principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, a position applies biological principles and analytic techniques in designing methods of adjust and weigh raw data and evaluate its reliability to identify needs for stocks or harvests in a species. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

**Complexity** -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of biology, wildlife management, and ecological theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. For example, positions analyze appropriate species enhancement methods based on biological and habitat principles. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, positions adapt wildlife supplementary feeding guidelines to deal with rangeland food shortages, or adapt mitigation guidelines for land development.

**OR**

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**WILDLIFE MANAGERS**  
**September 1, 1998**

The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines do not exist for most situations. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how a departmental/agency program will be implemented. For example, a position develops licensing guidelines for statewide hunting of game species and interprets circumstances when licensing agents are authorized to sell them when appropriate guidelines are absent or new licensing programs are instituted.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of at least two of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, in interviewing subjects during an experiment or study, positions persuade subjects to cooperate or resolve problems with the subject's understanding by interpreting and probing for information.

Securing regulatory compliance by issuing or revoking licenses and persuading or training others to correct problems. Regardless of the methods used to attempt to obtain compliance, the position can ultimately rely on legal authority to impose sanctions and penalties. For example, regardless of methods used to persuade others to comply, a position initiates compliance action against violators, such as warnings, fines, or suspension of licensing authority.

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. For example, positions teach courses and seminars, interpret results, or educate potential sponsors or developers on wildlife environmental issues.

Physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. For example, during big game checks, positions may detain hunting violators.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. For example, as the agency's representative, positions are authorized to negotiate contractual agreements with other agencies on program commitments.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as a work leader or staff authority. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**WILDLIFE MANAGERS**  
**September 1, 1998**

requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

**OR**

The staff authority is a pacesetter who has a unique level of technical expertise in a field or profession that, as part of the assignment, is critical to the success of an agency. It is an essential component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions within an agency. For example, management relies on such a position when making decisions regarding the direction that wildlife policy or program should take in the staff authority's field of expertise. Managers and peers recognize and seek this level of technical guidance and direction regarding the application of a program or system within the agency or to its clients.

**WILDLIFE MANAGER V**

**H6U5XX**

**CONCEPT OF CLASS**

This class describes the supervisory or senior authority level. As first-level supervisor, positions fully supervise other wildlife managers and take actions which affect the pay, status, or tenure of subordinates. Positions resolve conflicts and coordinate area plans for managing wildlife resources as they develop game management plans, budget requests, capital construction requests, and law enforcement plans. Positions develop technical input to operations plans and may conduct special studies or projects for the region. Some positions function as a pacesetter which is evidenced by management and peer reliance on such a position for guidance on wildlife policy or program direction which has impact beyond the agency. This class differs from the Wildlife Manager IV class in the Complexity and Line/Staff Authority factors and may differ in Decision Making and Purpose of Contact factors.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

**OR**



**CLASS SERIES DESCRIPTION (Cont'd.)**  
**WILDLIFE MANAGERS**  
**September 1, 1998**

The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the higher management (strategic) level. This involves establishing what processes will be done, developing a budget, and developing the staff patterns and work units in order to deploy staff. As an example, wildlife managers decide how to deploy staff to accomplish the objectives in the regional operations plan. This level includes inventing and changing systems and guidelines that will be applied by others statewide. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations that cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager or expert determines the systems, guidelines, and programs for the future. For example, positions decide the guidelines to be used by subordinates in resolving landowner disputes, environmental impacts due to commercial development, or recovery of contaminated river basins.

**Complexity** -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of wildlife management theories, habitat improvement concepts, and law enforcement principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. As an example, positions use species propagation theories in developing plans for enhancing a species. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. As an example, positions use judgment to modify existing species management principles to deal with the impact of winter-kill situations.

**OR**

The nature of, and need for, analysis and judgment is unprecedented, as described here. Positions originate models, concepts, and theories that are new to the professional field **AND** where no prototype exists in state government. For example, a position develops the models and measurements, i.e., species management models, that will be applied by other wildlife managers. At the leading edge, guidelines do not exist so judgment and resourcefulness are needed to develop them.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of at least two of the following:

Securing regulatory compliance by issuing or revoking licenses and persuading or training others to correct problems. Regardless of the methods used to attempt to obtain compliance, the position can ultimately rely on legal authority to impose sanctions and penalties. For example, regardless of methods used to persuade others to comply, a positions initiates compliance action against violators, such as warnings, fines, or suspension of licensing authority.

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. For example, positions may educate others on wildlife and habitat principles during meetings on environmental impacts of commercial development.

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**WILDLIFE MANAGERS**  
**September 1, 1998**

Physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. For example, as a law enforcement team leader, positions direct special investigations into violations of exotic game laws which may result in arrest of violators.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. For example, positions negotiate game damage assessments or cooperative agreements with other agencies for sharing resources or costs of joint projects such as a Habitat Partnership agreement.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as a unit supervisor or senior authority. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

**OR**

The senior authority is a pacesetter who has a unique level of technical expertise in a field or profession that, as part of the assignment, is critical to the success of an agency. It is an essential component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions beyond the agency. Managers and peers seek this level of technical guidance and direction as the designer of a statewide system or in a subject area for other areas of state government. Managers and peers, both internally and externally to the agency, rely on this pacesetter when making decisions regarding the direction that policy, programs, and systems should take in the pacesetter's field of expertise. For example, such a position provides statewide guidance on a wildlife program.

**WILDLIFE MANAGER VI**

H6U6XX

**CONCEPT OF CLASS**

This class describes the second-level supervisor or leading authority. The work includes supervising at least two subordinate unit supervisors, and, in some cases, the support staff of the region. The work includes planning for implementation of the agency's long-range goals and objectives, evaluating region operations for effectiveness and efficiency purposes, and resolving potentially costly real estate issues or problems. Positions handle the external communications for such things as complaints or sensitive incidents. The positions also coordinate formal agreements on environmental issues and multi-agency agreements. Also included in this class are those leading authorities whose designated authority extends

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**WILDLIFE MANAGERS**  
**September 1, 1998**

beyond the state's boundaries on a regional or national level. This class differs from the Wildlife Manager V class in the Line/Staff Authority factor and possibly in the Decision Making, Complexity, and Purpose of Contact factors.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the higher management (strategic) level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. For example, for new goals and objectives in the agency's long-range plans, positions determine how to implement the programs, what aspects will be completed in what amounts, the scope of operations to implement it, and the staffing it will take to complete it. This level includes inventing and changing systems and guidelines that will be applied by others statewide. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations that cause uncertainties that must be addressed at this level. As an example, positions decide the changes needed to institute new licensing programs. Through deliberate analysis and experience with these unique situations, the manager or expert determines the systems, guidelines, and programs for the future.

**Complexity** -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of biological theories, habitat improvement concepts, and budgeting principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. As an example, positions formulate specific regional policies on handling critical environmental issues. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, positions use judgment in establishing wetlands mitigation policies for the region.

**OR**

The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines do not exist for most situations. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how a departmental/agency program will be implemented. For example, positions develop operational policies on broad mission areas such as informed consent, confidentiality, or migratory issues.

**OR**

The nature of, and need for, analysis and judgment is unprecedented, as described here. Positions originate models, concepts, and theories that are new to the professional field **AND** where no prototype

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**WILDLIFE MANAGERS**  
**September 1, 1998**

exists in state government. At the leading edge, guidelines do not exist so judgment and resourcefulness are needed to develop them.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of any of the following:

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. For example, positions may educate others on wildlife and habitat principles during meetings on environmental impacts of commercial development.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. For example, positions negotiate with landowners on real estate purchases or transfers.

Defending, arguing, or justifying an agency's position in formal hearings or court where the position is an official representative of one party. For example, positions defend agency operations during commission or legislative committee hearings in order to influence these decision makers.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as a manager or leading authority. The manager must be accountable for multiple units through the direct supervision of at least two subordinate Unit Supervisors; and, have signature authority for actions and decisions that directly impact pay, status, and tenure. Elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, second-level signature on performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

**OR**

The leading authority is a pacesetter who has a rare level of technical expertise in a field or profession that, as part of the assignment, is critical to the success of an agency. It is an essential component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions and peers in the profession outside of state government. Managers and peers beyond state government recognize and seek this level of technical guidance and direction because of the recognized expertise in a subject area. For example, program managers and colleagues in other states rely on this regional or national pacesetter when making decisions regarding the direction of their policy, programs, and systems in the pacesetter's field of expertise. This reliance on, and delegation of, primary responsibility for influencing management direction, including representing the state regionally or nationally, separates this level of staff authority from all others. For example, positions which influence regional councils on migratory game issues would be such an authority.

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**WILDLIFE MANAGERS**  
**September 1, 1998**

**ENTRANCE REQUIREMENTS**

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

**CLASS SERIES HISTORY**

Revised 9/1/98 (CVC). Changed class codes due to PS Consolidation study.

Effective 9/1/93 (DLF). Job Evaluation System Revision project. Published as proposed 6/1/93, 1/14/94.

Revised 3/1/93. Changed class code and title for Wildlife Biologists (A6389-90).

Revised 8/1/92. Changed pay differential, District Wildlife Manager (A6305-07), and Wildlife Biologists (A6389-90).

Revised 5/1/90. Changed pay differential, District Wildlife Manager (A6305-07).

Revised 7/1/85. Changed entrance requirements and added options for Senior Wildlife Biologist (A6390).

Revised 2/1/84. Changed grades and relationships, District Wildlife Manager (A6305-07), Assistant Regional Wildlife Manager (A6357), Wildlife Program Specialist (A6309). Created multiple ranges for Wildlife Biologists (A6387-88).

Revised 2/1/84. Changed grade, relationship, nature of work, and entrance requirements, Area Wildlife Supervisor (A6356).

Revised 7/1/83. Changed grade and relationship for Senior Wildlife Biologist (A6390).

Revised 11/1/82. Changed nature of work and entrance requirements, District Wildlife Manager (A6305-07).

Revised 1/1/80. Changed entrance requirements for Wildlife Program Specialist (A6309).

Revised 4/1/79. Changed class code, title, and entrance requirements for Wildlife Program Specialist (A6309).

Revised 10/1/78. Changed entrance requirements and relationship for Wildlife Biologist (A6389).

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**WILDLIFE MANAGERS**  
**September 1, 1998**

Revised 7/1/78. Changed grades and relationships, District Wildlife Manager (A6305-06, 56-57), Wildlife Program Specialist (A6309), and Wildlife Biologists (A6389-90)

Created 7/1/78. District Wildlife Manager (A6307).

Created 6/1/75. Assistant Regional Wildlife Manager (A6357).

Created 1/1/75. District Wildlife Manager (A6305-06,56), Wildlife Program Specialist (A6309), Wildlife Biologist and Senior Wildlife Biologist (A6389-90).

**SUMMARY OF FACTOR RATINGS**

| Class Level          | Decision Making         | Complexity                               | Purpose of Contact                             | Line/Staff Authority                |
|----------------------|-------------------------|--|--|-------------------------------------|
| Wildlife Manager I   | Defined                 | Prescribed                               | Exchange                                       | Indiv. Contributor                  |
| Wildlife Manager II  | Operational             | Patterned                                | * Advise, Detect, Restrain                     | Indiv. Contributor                  |
| Wildlife Manager III | Process                 | Formulative                              | * Detect, Advise, Restrain, Negotiate          | Indiv. Contributor                  |
| Wildlife Manager IV  | Process                 | Formulative or Strategic                 | * Detect, Secure, Clarify, Restrain, Negotiate | Work Leader or Staff Authority      |
| Wildlife Manager V   | Process or Interpretive | Formulative or Unprecedented             | * Secure, Clarify, Restrain, Negotiate         | Unit Supervisor or Senior Authority |
| Wildlife Manager VI  | Interpretive            | Formulative, Strategic, or Unprecedented | Clarify, Negotiate, Defend                     | Manager or Leading Authority        |

\* Must have 2.